

The efficiency of heuristic subject-oriented learning for students' multi-dimensional thinking self-development

Andreyev V.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© 2015, Review of European Studies. All right reserved. The objective of this article is to substantiate the essence and peculiarities of heuristic subject-oriented learning and its focus on students' multi-dimensional thinking self-development. The relevance of the studied issue connected with students' focus on multi-dimensional thinking self-development is determined by the fact that in actual higher school practice academic thinking makes the core of students' training; it is mainly aimed at cognitive activity, at the same time other types of thinking (system, creative, reflexive, critical, predictive etc.) are generally less developed. The leading idea of heuristic subject-oriented learning in comparison with traditional training is the development and purposeful application of heuristics and heuristic instructions for students' training aimed to solve tasks and problems of a specific type. The main result of heuristic subject-oriented learning is students' high level of self-motivation directed at students' multi-dimensional thinking self-development: system, creative, critical, reflexive, predictive, and others. The proceedings of the article may be helpful for teachers of higher schools as peculiarities of heuristic learning are proved by examples of practical application of heuristic instructions to activate students—future teachers' self-development of multidimensional critical thinking.

<http://dx.doi.org/10.5539/res.v7n4p140>

Keywords

Criteria of thinking multidimensionality evaluation, Critical thinking, Heuristic instruction, Heuristic learning, Multi-dimensional thinking